JOURNAL OF EDUCATION.

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Published Weekly (fifty issues a year) by New England Publishing Company, 6 Beacon Street, Boston, Mass. Subscriptions, $3.00 a year. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Cut it Out

We like these three words, for they make a thrilling sentence. There are no detours in that sentence. Personally we like that sentence because for us they were made classic by Dr. Fred M. Hunter as the traditions of Nebraska preserve it.

We are not interested in the truthfulness of the tradition, because every one who knows Fred M. Hunter knows that it would have been true had there been any occasion for the utterance.

In the early days of Hunter, the school master in Nebraska, when he was a leader of the boys in their studies as well as in their athletics, his language was often more forceful than classic, and there were some classically moulded women in the district, some of them among the teachers who complained to the Board of Education, and, as always, Mr. Hunter accepted the situation, and the next day he told the school that there were criticisms and they were justified. He knew he had been using slang thoughtlessly, and "I'm going to cut it out."

The present need is "elimination." The professional, civic, industrial and commercial atmosphere is so tense that it is vastly easier to put the foot on the accelerator than on the retarder, easier to have the headlight too brilliant than to have it dimmed.

What can I cut out? needs emphasis.

No one thinks of oxen, every one thinks of motors, of getting more miles out of gasoline. Unless a machine goes more than two hundred miles a day there is no occasion to speak of it. Even automobiles are slow, and flying across the Arctic Ocean and over the North Pole in a day is the only thing left for any one to aspire to.

It is not the speed that troubles us, but the amount of worthless stuff that we carry professionally in order to use the time saved.

"Cut It Out" could wisely be the slogan of professionals everywhere, everytime, at present.

Adequate Mentality

Test and measurement specialists are liable to be called to the carpet because of the miscarriage of their purpose.

The committee of the American Medical Society is endeavoring to reduce the tragedy of automobile accidents. These men are high scientists. They are not propagandists of anything. They have made a thorough study of what is being done to determine adequate mentality of automobile drivers.

After a scientific study of tests and measurements their verdict is that they seem to make a "determined effort to catch the applicant by tripping."

"Common-sense" educators have had a sus-

picion of this for some time, but have hesitated to say so because of fear that any question raised would be interpreted as opposition to a movement in which everyone is interested.

These medical scientists have coined a term that should bear fruit. The purpose is to discover "adequate mentality."

They tell of a college professor who has driven his own car eight years without accident and without collision with the law, but he was denied a license because of failure in a wholly unimportant stunt. As they say, a half blind and hard of hearing individual could easily have done that insignificant stunt and passed "the test" in triumph and yet have been a permanent menace to society.

Common sense is indispensable in determining adequate mentality.

America Should Join

A topic which has been discussed at a number of organization conventions this year is the question of the United States adherence to the World Court. Educational groups generally have adopted resolutions with reference to the Court. The American Federation of Teachers, the National Council of Education, the National Congress of Parents and Teachers, the American School Citizenship League, the Educational Press Association, the International Kindergarten Union, and the American Association of College News Bureaus are a few of those that have taken action.

The Senate agreed last March, by a vote of seventy-seven to two, to begin consideration of the World Court on December 17. There seems to be a great deal of support for the Court in official circles and throughout the country. The House of Representatives (which does not usually urge action upon the Senate) passed a resolution last spring, expressing its "earnest desire" for early adherence to the World Court on the Harding-Hughes-Coolidge terms. Recent informal polls of the Senate indicate that on a record vote the requisite two-thirds of the Senate would vote "Aye." President Coolidge has repeatedly endorsed the adherence of the United States to the World Court, and he was reported by the New York Times last summer as saying that he will call for affirmative action on the World Court this winter "in no uncertain terms."

Throughout the country there is evidence of strong popular desire for discussion and settlement of the question in the Senate. Even those opposed to the Court itself feel that the matter should be fully debated and voted upon. After all, it has been almost three years since President Harding first urged the adherence of the United States to the World Court.

Most of the larger cities and countless towns and villages are planning to hold community mass meetings before December 17 for the purpose of obtaining an expression of public opinion on this important question. Boston, Rochester, Baltimore, Cincinnati, St. Louis, Louisville, Denver, Boise and Pocatello (Idaho), Portland, Seattle, San Francisco and Los Angeles are a few of the cities in which World Court meetings are under way.

George L. Baxter

The passing of Dr. George L. Baxter in his Somerville home, at the age of eighty-three, justifies more than a passing word. He was dean of high school men in New England, and a graduate of Harvard, class of 1863. He was principal of the Somerville, Mass., High School for forty-four years. Personally we had very close association with him. For many years our homes were side by side; for twenty years our children were students in the high school under his principalship, and for several years we were on his School Board, and for more than fifty years we were associated in various fraternal club activities. Dr. Baxter was in Harvard when there were giants on the faculty, men like Louis Agassiz, Asa Gray, James Russell Lowell and Benjamin Pierce. He had as classmates John Fiske, Governor Frederick T. Greenhalge, Charles S. Fairchild, secretary of U. S. Treasury, 1887-1889, and other men of national importance. His son, Gregory Paul Baxter, of the Harvard faculty, has achieved international fame by chemical discoveries and applications.

Lucia Ames Mead

Mrs. Lucia Ames Mead is one of America's far-sighted citizens with noble devotion to efforts for human betterment in the Old World and the New. The Boston Evening Transcript of November 6, 1925, has the following reference to her almost uncanny vision:—

"The first proposal of Geneva as the most desirable site for a 'world capital' was made by Lucia Ames Mead in an article published in the Boston Evening Transcript for January 7, 1907, twelve years before the League of Nations was founded. Mrs. Mead and her husband, Edwin D. Mead, had long been deeply interested in Geneva, its beauty, its history, and its international significance. While attending a convention there in 1905, they carefully explored the city and its environs with a view to discovering the best location for the buildings which would eventually be needed if Geneva should become the headquarters of a world league. The article published in 1907 was reprinted in the Journal de Geneve and received a warm welcome in Switzerland."

Nearly twenty years ago Mrs. Mead wrote of the advantages which Geneva would have over "The Hague" as a world capital. She said:—

"It is essential that the spot, wherever

chosen, shall be in a small, non-military country and away from any great capital; best of all, if it is in a neutralized country, and best from an American point of view, since it concerns a federation, if it is in a federal republic. There is one place which pre-eminently fills all the conditions mentioned. On the shores of the Lake Leman of poetry and romance, in the peaceful and sturdy little republic of Switzerland, which has been neutralized by the Powers, this historic city of Geneva has more than once been the scene of important international activities."

Retherford of Pocatello

Professor J. E. Retherford of the Idaho Technical Institute at Pocatello has been chosen president of the Institute, succeeding Dr. Frazier, who has been at the head of the Institute since it was created for present service.

President Retherford has been head of the Department of History and Social Science for twenty years. In 1918 he was made Registrar and in 1920 became Dean of the Faculty. He has been acting president since June.

President Retherford graduated from the Terre Haute State Normal School in 1895 and from the Indiana State University in 1901, and did graduate work in Chicago University in 1904, and later in Cornell University. He has had experience in two high schools and for three years as superintendent of Carmen Idaho.

A Magna Charta of World Peace

J. W. Hamilton, 147 Kent street, St. Paul, is launching a Magna Charta of Peace for the World to develop an international soul and to forward the larger liberty of mankind through a movement on the part of the people of every nation, to the end that peace shall endure.

Education in New York University

John W. Withers, dean of School of Education, New York University, has seen the education department of New York University transformed almost miraculously in the four years that he has been there. The forty-seven courses have grown to 176; the five full professors and ten instructors have been increased to fifteen full professors, sixteen associate professors, and forty-two instructors and lecturers, while the enrollment has leaped from 141 to near 1,500, and the Institute of Education connected with the School of Education enrolls 2.150. Four important departments have been created in the School of Education by Dean Withers. These are: Physical education, Dr. Clark W. Hetherington, professor; music education, Dr. Hollis Dann, professor; commercial education in charge of Professor Paul S. Lomax; and Normal School education in charge of Professor Ambrose L. Suhrie.

The following persons earned their doctor's degrees last year: David B. Corson, Ira Morris Gast, Elbridge Cook Grover, Anna E. Halbert, Max S. Henig, Theodore Encheng, Augustus Scott Lee, Ralph Smith Roberts, Abraham Smith, Horace Norton Underwood. A large number won their Master's degree. There is surely a great future for the School of Education of New York University.

Dr. Charl Williams

"Southwestern College of Memphis" was "Southwestern Presbyterian College of Clarksville, Tennessee" until it was adopted by Memphis upon its semi-centennial and given adequate buildings on an appropriate campus by public-spirited citizens of Memphis. At the recognition of the old college in new dress and new name there were assembled in its new home in Memphis official representatives of Harvard, Yale, Princeton, and other famous universities. One of the notable events of that occasion was the recognition of Miss Charl Williams, probably the most nationally known and professionally admired resident of Memphis, by crowning her as Doctor of Letters.

This was not only gratifying to her friends in Memphis, but to the multitude of teachers and other educators whom she is serving so nobly as field agent for the National Education Association. If any woman has earned this distinction by service to the cause of education Miss Williams has earned it by eminent leadership as superintendent of Shelby County, Tennessee, by winning for her county notable legislative recognition, by leadership in the consummation of the privilege of suffrage for women by winning the Tennessee legislative acceptance of the constitutional provision without which it could not have become an amendment to the Constitution. Dr. Charl Williams, the teachers of America greet you!

Open School Week in New York

November 16 to 20 was "Open School Week" in New York City. More than six hundred schools of the city welcomed parents and other visitors. The United Parents' Associations of the city prepared a set of questions for fathers as well as mothers to ask themselves in advance. These questions were issued in a leaflet, "Why Open School Week?" This follows a previous leaflet of "fourteen points" called "Your Child at School," of which parents distributed 45,000.

Chicago will erect fifteen school buildings in 1926, each with a full block of land. We think this is unprecedented for a large city.

Classroom Teachers.—II

By A. E. WINSHIP

Nothing that we said last week about the classroom teacher was primarily for her comfort, pleasure or profit. It was all for the boys and girls. The end and aim of the use of the tax-raised money is for making boys and girls good and good for something. The teacher is the spark plug, is the ignition spark that produces the power in the motor.

The teacher is of no consequence except in action. A spark plug as a thing of beauty may be interesting to an admiring mechanician, but it has no more value than so much old iron except as it functions.

So with the teacher, the adequate salary, the satisfactory tenure, the dependable pension, the retirement home, may make an attractive job to a woman seeking comfort, safety, pleasure, and profit, but she is of no more use to the schools or to the world than any other selfish woman except as she functions in making boys and girls good and good for something.

A spark plug that is out of condition will stall a $10,000 machine with a beautiful polished body, silk lined, and plush cushioned, with eight cylinders and powerful motors. No amount of money will keep an automobile functioning if in the slightest degree the spark plug is out of condition.

It is equally true that a million-dollar school building with the latest equipment for heating, lighting and ventilating, with Sterling blackboards, dustless crayons, with gymnasium, swimming pool and athletic equipment indoors and out; with a vast library and encyclopedias and reference books in every room, with a brilliant highly credit-bedecked principal, a full set of supervisors, a far-famed superintendent and a world renowned Board of Education, will never make boys and girls good, or good for anything, if the classroom teacher is worshiping her salary, her tenure, her pension and the prospective retirement home. A classroom teacher thinking of herself primarily is a spark plug out of condition and will stall the entire system.

There is something fatally wrong from the Board of Education to the principal if there is any occasion for classroom teachers to neglect the boys and girls in order to provide adequate comfort for themselves.

A few personal professional recollections are interesting, possibly important. Back of everything we write editorially, back of unprecedented opportunities to study schools in action for many years, is service on Boards of Education in three Massachusetts municipalities and eight years on the Massachusetts State Board of Education.

Exhibit Number One.—The B—— School was manned by women teachers of long experience, wonderful drill masters, with records for preventing pupils from being promoted. As a result the school stood high in the record of its students in the high school.

On one four-room floor were three teachers who had not spoken to one another for several years, all resulting from the parts they played in out-of-school affairs. They were ladies, and they avoided speaking without creating any scenes.

The chairman of our sub-committee said that in visiting one of these rooms the teacher ignored him, neither spoke to him nor offered him a chair. It was unbelievable, so I went to that room with him the next day. She greeted me heartily, shook hands, handed me a chair, but left him unrecognized in any way.

At the next meeting of city school committee she was called upon for explanation. This man had opposed the election of her brother-in-law in the mayoralty campaign, and she denied that we had anything at all to do with her private prejudices so long as she had good results in her teaching.

Exhibit Number Two.—A teacher in the high school always announced to a new class that off the school grounds she was not their teacher, and was not to be spoken to unless she had social affiliation with their parents. This also was unbelievable, and she was called before the school board, and asked if it were true.

"Of course it is true. You can make rules for my conduct in the school grounds, but when I pass from the school grounds I have my own social standards."

Both teachers positively refused to change their theories of professional etiquette. They were hired to teach, and so long as they taught efficiently it was none of our business what their social influence or personal prejudice was upon their pupils.

There is no more vital question in America today than that of the responsibility of classroom teachers. These were extreme cases, but they represented the opinion of teachers quite generally thirty years ago. Is there any of it today? If so, is it the professionally accepted attitude of teachers?

In Classroom Teachers III we will present our view of the responsibility of classroom teachers to their boys and girls in school and out.

The problem of fear and how to meet it is as real a problem for us as it was for our primitive ancestors. . . . The riddle of civilization is breeding fears for us as the riddle of nature bred fears for our primitive ancestors.—Glenn Frank.

N. E. A. Department of Classroom Teachers

By AGNES WINN
Washington, D. C.

Teacher participation in the making of courses of study and in the solution of such problems as tenure, pensions, rating, sabbatical leave, and standardized preparation for teachers is no longer a vision but a living reality. A recent survey covering the activities of local organizations of classroom teachers indicates that in every section of the country teachers are making outstanding contributions toward the solving of these problems.

The present-day teacher with organization experience no longer looks upon the administrative officers of the school system with fear and trepidation whenever she has occasion to come in contact with them. This attitude has been replaced by a spirit of mutual confidence and helpfulness.

The one agency that is most responsible for this change in attitude is the National Education Association the all-inclusive character of which has had a tremendous influence in breaking down class barriers. One of the largest and most influential of the sixteen departments of the Association is the Department of Classroom Teachers, which has had a phenomenal growth the past four years. From a small group of interested individuals holding meetings during the summer convention and working without a constitution it has developed into a definite organized department with an all-the-year-round program.

This department held its first sessions in July, 1914, at the St. Paul meeting. Joseph Swain, who was president of the N. E. A. at that time, gave the opening address in which he welcomed the teacher into the fold of educational organization.

In July, 1922, at the Boston convention, it was placed on a working basis by the adoption of a constitution and was granted a substantial appropriation from the treasury of the Association.

The constitution provides for an executive committee consisting of the president, vice-president, secretary and three other members to be chosen from the eastern, middle and western sections of the country respectively. Through this democratic plan of organization the teachers in all parts of the country have representation in the department councils.

Recognition for the pioneer work of this department must be given to Sarah Fahey of New York City, the first president, and Ethel M. Gardner, of Milwaukee, the second president, who piloted the ship through many stormy waters. Miss Gardner was chairman of the committee on reorganization which resulted in the present constitution.

The presidents under the reorganized plan have been as follows: Miss Effie MacGregor, of Minneapolis; Miss Ida Christine Iversen, of Los Angeles; Miss Julia A. Spooner, of Portland, Oregon; and Miss Julia E. Sullivan, of Boston; all recognized leaders in the classroom field.

An outstanding activity of the department is the holding of regional conferences during the year by the six members of the executive committee for the purpose of discussing teachers' problems and of acquainting teachers in every section of the United States with the professional program of the Association and the Department.

At these conferences a brief history of the National Education Association and its professional program is usually set forth as an introductory feature. Recommendations are formulated and passed on to the executive committee for action. Last year thirty-five conferences on this order were held in twenty-three states.

Many of those who attend have never been to a meeting of the Association and know little of its professional program. As one officer remarked, "Because there are teachers who feel they cannot attend the annual meeting of the Association and take part in the deliberations, we will take the Association to them." This plan of bringing the mountain to Mohammed will have an untold influence on the growth of the Department.

According to the constitution of the Department the aims are to secure higher educational qualifications for teachers, teacher participation in school management, adequate salaries, tenure and pensions. It aims to change such other conditions as will enable teachers properly to function as a vital factor in educational progress. And this not for selfish purposes but to the end that the teaching service of the country may be improved.

The Department further aims to promote, encourage, and assist organizations of classroom teachers and to promote co-operation among such organizations and the members thereof.

A perusal of the records and proceedings of the Department would convince the most casual reader that these aims are the foundation on which all the Department activities are built. The Department of Classroom Teachers is the voice of the classroom teachers of America, and through its councils will this voice be heard. How strong a volume of sound is produced depends on how many teachers avail themselves of this opportunity.

The sessions at Indianapolis last July filled the Senate Chamber of the State Capitol to overflowing. "Interpreting the Schools to the Public" and "Twenty-five Years of Profes-

sional Progress" were the two themes around which the program of the first session was built.

The second afternoon was given over to departmental reports showing a wide range of professional problems studied throughout the year. A fitting climax to convention week was the annual dinner of the Department on Thursday night. Good fellowship and merriment reigned supreme. Teachers, principals, superintendents, and specialists in education threw dull care aside and joined lustily in the songs written for the occasion by the Indianapolis teachers, who proved themselves most generous hosts.

The retiring president, Miss Julia Spooner, introduced with appropriate remarks the officers for 1925-26, who are as follows: President, Miss Julia Sullivan, of Boston, Massachusetts; vice-president, Miss Eula F. Hunter, of Fort Worth, Texas; secretary, Miss Clara Lynn, of Seattle, Washington; and members of executive committee, Mrs. Edith B. Joynes, of Norfolk, Virginia; Miss Anna M. Thompson, of Kansas City, Missouri; Miss Jean L. Soules, of Spokane, Washington.

Miss Sullivan, the new president, has been granted a two-months' leave of absence with salary by the Boston School Board as a recognition of her services in the schools of that city. During January and February she will travel through the South and Middle West in the interest of the Department.

Majestic Michigan

By A. E. WINSHIP

Michigan demonstrated her majesty when in the census of 1920 she distanced all other Northern states in the increase in population, and only two other states attracted attention by strides in growth. California's climate and almost infinite variety of luxuries for high living with her notable educational opportunities, and Florida with her tempting tax exemptions and skilful real estate booming of climate were the only rivals of Michigan in prosperity and population of 1910-1920.

Michigan made as much of her location and mineral resources as California and Florida have of climate. Lakes Superior, Michigan, and Huron are unsurpassed industrial assets, and her vast supply of ores is of inestimable value, and even the Michigan apples rival those of Wenatchee and Hood River with the market at her door.

But men and education are making Michigan majestic. The world has only one Henry Ford who could give Wall street "chills and fever" more than once, while Payne and Agassiz—Bostonians to be sure—made Calumet and Heckla and the Upper Peninsula world famous. Michigan has made powerful multimillionaires of various kinds on short notice.

But education has been Michigan's major for more than half a century. She had the first State University, the first State Agricultural College, and the first University Department of Education.

The State University gave William H. Payne, B. A. Hinsdale, John Dewey and Alice Freeman Palmer, James R. Angell and William McAndrew to the world, and a vast array of other educational leaders of yesterday and today.

Lansing's Agricultural College has given Kenyon L. Butterfield, pre-eminent leader in several national and international crises; Perry G. Holden, creator of common sense in agricultural promotion, and a host of other famous men.

But the common schools of Michigan are her pride. No city in America leads Detroit in educational progress that really progresses, and no city superintendent has achieved greater things with less fuss and feathers than has Frank Cody, behind whom was Charles E. Chadsey, now dean of the School of Education of Illinois State University. Grand Rapids has always been at the forefront, especially in local, state and national leadership of her elementary school principals. The only woman to be president of the famous Department of Elementary School Principals of the National Education Association is Mrs. Jessie M. Fink of Grand Rapids.

Grand Rapids has passed many superintendents on to big things. Charles N. Kendall went to Indianapolis, thence to the State Commissionership of New Jersey. W. E. Elson went to Cleveland, thence to fame and fortune as school book author. William Chalmers went to Toledo and thence to Congress, where he sits in the seats of the mighty. One of the Saginaws gave E. C. Warriner to the principalship of the Mount Pleasant State Normal School, and the other Saginaw gave Fred Aubrey to a high place among the book men of the West. Kalamazoo gave Shattuck O.

Hartwell to St. Paul, as Muskegon gave him to Kalamazoo. Pontiac gave James H. Harris to Dubuque, and took him back. Iron Mountain gave L. L. Wright to the state superintendency, thence to Flint as director of the State Home at Flint. Ann Arbor gave Leslie A. Butler to Grand Rapids. These are mere samples of the way administrative leaders have been passed on.

Many a city has wanted W. G. Coburn of Battle Creek, but he would never leave, and the city would never let him leave. Every important city superintendency of late has been filled by a Michigan man, notably in the case of Ann Arbor and Highland Park. The one notable exception was in the case of Flint, that went to Rockford, Illinois, for E. E. Lewis, who had shot into fame largely by a famous address at the National Education Association.

But when the story is finally told the credit for Michigan's common school prominence in city and country will largely go to the State Teacher Institutions at Ypsilanti, Kalamazoo, Mount Pleasant and Marquette. That is a great story of itself. Suffice it to say that Ypsilanti was early one of the leading State Teacher Institutions of the West, and was the approach to Ann Arbor University and Lansing College with great men like William McAndrew and Perry G. Holden. Under Lewis H. Jones and Charles McKenny it has scattered brainy men and women all over Michigan and the rest of the United States. E. C. Warriner is making Mount Pleasant supply teachers for the centre of the state from Grand Rapids to the Saginaws and Bay City, while John M. Munson is professionalizing the Northern Peninsula. But Dwight B. Waldo in the briefer life of the Kalamazoo State Teachers College has the record for broadcasting influence at home and abroad in professional ventures in all sorts of modern functioning.

This reference to majestic Michigan is inspired by a few days in the State Teachers Association meetings in Jackson, Big Rapids, and Cheboygan, upon the invitation of Egbert E. Fell of Holland, president of the State Association, and of the executive secretary, E. T. Cameron of Lansing, who is largely responsible for having District State Association meetings as large as the State Association meeting was in other days, giving to each district meeting a bigger, better program than they had at a state meeting in ye olden time.

Michigan, educationally majestic, is under the official guidance of Hon. Thomas E. Johnson, state superintendent, who like all state commissioners or superintendents represents the parents and the people of the state officially, with responsibility for legislation and adequate public support of all schools.

Let Me Walk with Men in the Road

By WALTER J. GRESHAM

'Tis only a half truth the poet has sung
Of the "house by the side of the way."
Our Master had neither a house nor a home,
But He walked with the crowd day by day.
And I think, when I read of the poet's desire,
That a house by the road would be good;
But service is found in its tenderest form
When we walk with the crowd in the road.

So I say, let me walk with the men in the road,
Let me seek out the burdens that crush,
Let me speak a kind word of good cheer to the weak
Who are falling behind in the rush.
There are wounds to be healed, there are breaks we must mend.
There's a cup of cold water to give;
And the man in the road by the side of his friend
Is the man who has learned to live.

Then tell me no more of the house by the road.
There is only one place I can live—
It's there with the men who are toiling along,
Who are needing the cheer I can give.

It is pleasant to live in the house by the way
And be a friend, as the poet has said;
But the Master is bidding us: "Bear ye their load,
For your rest waiteth yonder ahead."

I could not remain in the house by the road
And watch as the toilers go on,
Their faces beclouded with pain and with sin,
So burdened their strength nearly gone.
I'll go to their side, I'll speak in good cheer,
I'll help them to carry their load;
And I'll smile at the man in the house by the way.
As I walk with the crowd in the road;

Out there in the road that goes by the house,
Where the poet is singing his song,
I'll walk and I'll work midst the heat of the day,
And I'll help falling brothers along—
Too busy to live in the house by the way,
Too happy for such an abode.
And my heart sings its praise to the Master of all,
Who is helping me serve in the road.

Chicago's Notable Departure

The Union League Club of Chicago, an organization in which leading citizens function, has a committee of fifteen volunteers to study and report frankly and fearlessly upon questions which they select from the following suggestions:—

To what degree is the Chicago school system administered in the light of a consistent policy? What are the simple objectives aimed at? What authoritative basis is there for selecting such objectives?

How intelligent is the organization of the school system for reaching its objectives? How are the duties divided and assigned? How intelligently is the organization followed? How much unjustifiable deviation is there from it? Having organized and delegated duties, are the heads of departments still performing services which a good business organization requires to be performed by those to whom these services are delegated?

How adequate is the delegation of duties by high school principals? Is the principal attempting to run his great organization, 170 classes, on the old basis of a small school? How much of his time is devoted to secondary affairs, correspondence, meeting visitors and complainants, personal discipline of students for misconduct, answering telephones, making reports? How can he organize his business so that "supervision of instruction and increase of its efficiency" can be better secured?

How far is the intent of the present Otis Law governing Chicago public education impaired by persistence of old habits of influence in the professional duties of superintendent, assistants and principals by officials from whom these professional matters were taken by the law? What remedy?

Appointment of teachers. How adequate is the present system and work of the Board of Examiners in the way of insuring to the schools the best available teaching talent, and in resisting personal, social, political, racial, and religious influence to affect examinations and appointments? What is the present usage in appointing persons to principalships and higher positions? What evidences are there of its impairment by influence?

Keeping up the grade of teaching ability. What measures are in force to see that as the science of education advances, as discoveries and inventions in that line are made in the experimental departments of teachers' colleges, etc., the teaching force in the city schools are kept abreast of these improvements? What is the usage regarding dismissal of teachers found to be inefficient? What is there to the common rumor that "no principal dare mark a teacher 'inefficient' because in the case of a trial, the trial practices are such that the principal and not the teacher is put on trial"? What is there to a common allegation that "the Board of Education will not dismiss a teacher for inefficiency"? How adequate are the staff meetings of principals in sample schools selected at random? Are these meetings well planned? Are they sufficient in number? Are the subjects adequate? Is the participation of the teachers secured? Are ideals strengthened?

How adequately are the laws appertaining to humane instruction, to fraternities, to representative government, to continuation schools, followed in the Chicago school system?

Arithmetic. How satisfactorily is this subject covered in schools selected as samples at random?

Reading and thought getting. Ditto.

Spelling. Ditto.

Penmanship, Ditto.

Course of study, Simplification of. What subjects should be reduced, what subjects included, what subjects modified in the procedure of elementary schools?

To what extent do the newspapers help or hinder the public school service in Chicago? In what way do they help? In what way do they hinder? Give specific instances of each with newspaper, date, and article cited. How could the newspaper service be brought to help the schools more?

Service costs. Is the price paid for teaching adequate? How does it compare with other leading cities? If more funds are needed, how can they be secured?

Legislature. What defects in the school laws should be repaired by proper bills presented in the next Legislature?

Councils, Teachers'. What are the history, benefits, results, claims, and justification appertaining to teachers' councils on the model existent up to February, 1924, and as reorganized and in effect September 1, 1925?

What are the features of the so-called "platoon plan of school organization" desirable for extension in Chicago?

Junior High Schools. What are the theories, practices, and accomplishments of junior high schools recommending extension of the system in Chicago? How have the present junior high schools justified their existence?

Retirement system. How does the Chicago retirement system compare with the best systems in effect in other cities? What essential improvements should be secured by legislation?

All year schools. What are the advantages, disadvantages, immediate cost and ultimate saving of an all-year school program for Chicago?

Moral education. How adequate is attention to instruction in character, conduct, and morals in the Chicago schools?

Safety instruction. Ditto.

Building program. Investigate the organization of the building survey program, delays, adequacy of plans, probable costs, and method of raising funds.

One-Act Plays for Junior High Schools

A list compiled by James Plaisted Webber and Hanson Hart Webster, editors of "One-Act Plays for Secondary Schools," and "Short Plays for Junior and Senior High Schools."

The dogmas of theorists often fail when confronted with the data of fact. Aristotle asserts that if two stones of unequal size are let fall at the same moment from a given height, the larger will the sooner reach the ground. Then, hundreds of years later, somebody tests the statement by actual experiment,—when down go the stones, down, too, goes Aristotle. Similar cases occur in the field of dramatic theory. For example, Clayton Hamilton, in "Studies in Stage Craft" (1914), asserts: "'Treasure Island' could not possibly be dramatized for presentation in the regular theatre, because the interest in the action is dependent on its rapid change of place from hour to hour." The very next year, however, along comes Jules Eckert Goodman with a dramatization of "Treasure Island"—one of the successes of the season.

The same discrepancy between theory and fact apparently obtains in attempts to define the one-act play. Several authorities have asserted that the material out of which the one-act play is fashioned is of such a nature that it cannot be expanded into a longer play of several acts. Yet we read in Mr. Augustus Thomas's "The Print of My Remembrance": "Mr. Royle's 'The Squaw Man' was done at 'The Lambs' as a sketch. So was John Willard's 'The Cat and the Canary.'" And he adds: "My own plays, 'The Burglar,' 'Alabama,' 'The Harvest Moon,' 'As a Man Thinks,' and 'The Copperhead,' were each at first one act."

Another differentiation between the one-act play and long plays has been stated to be in the number of characters employed in the two types of drama; the longer play, according to one recent anthologist, containing more characters than the short play. But in the very same collection in the introduction to which this statement is made, we find as a specimen of the long play, "The Green Goddess," with but six speaking parts, and as a specimen of the short play, "What Men Live By," with nine! The long plays, "Friendly Enemies," "Bought and Paid For," "Arms and the Man," "Mr. Pim Passes By," "Paid in Full," "The Bird and the Cage," have but seven characters; while the one-act plays "The Golden Doom" and "The Seven Princesses" have eleven each; and "Fortune and Men's Eyes," "Spreading the News," "The Ghost Story," and "The Knave of Hearts" at least ten. Obviously, therefore, the number of characters, so far from being a ground of distinction between the one-act play and longer plays, has nothing to do with the case.

All theorists who write regarding the one-act play will probably agree that one of its characteristics is economy. But in a case of asserted plagiarism, recently tried in one of the United States District Courts, it was stated, apparently without question, regarding any good drama: "The manuscript must not contain any idle or irrelevant word."

But lest our discussion seem to be wholly a negation of definitions, let us turn again to Mr. Thomas. "A playwright," says he, "starts out with a dramatic situation which has possibilities in the theatre of some strong effect and tries to find out for that some immediate cause and for that cause one still further back in origin, and it is in this fashion that his construction grows. Very often this effect . . . can be expressed in one act." This act containing the "dramatic situation," with only such precedent facts, causes, or conditions stated or shown as may make the "effect" intelligible, convincing, interesting, and climactic, is the very nature of the one-act play.

After all, the proof of the pudding is in the eating; and having read the various statements of both theorists and practitioners, we come to the simple conclusion that a good one-act play is a good play in one act.

The following lists will assist teachers in selecting plays suitable for reading or acting by young people from twelve to sixteen years of age—frequently a difficult matter. We have included plays that appeal to a variety of tastes, but none that have not been recommended by competent critics. In general these plays are either good dramatizations of stories, poems, or familiar episodes in history or literature; or else they are scenes suitable for presentation or reading in connection with some holiday. Several are based upon the activities of Boy Scouts, Girl Scouts, or Camp Fire Girls.

The arrangement is according to the number of characters. We indicate also the time and the place of each play, when either is specified by the dramatist.

FOR YOUNGER PUPILS

"King Robert of Sicily." By Rita Benton. *(Writers.)* Dramatized from Longfellow's poem. Scene: the king's throne room. 14 men or boys; 1 woman or girl.

"April's Lady." By Carolyn Wells. *(Ladies' Home Journal,* April, 1916.) A play for Arbor Day. Scene: background of trees. 15 women or girls.

"Everyboy" By Isabel Anderson. *(Shakespeare.)* A morality play. 14 men or boys.

"Declaration of Independence, The." By Eleanore Hubbard. *(Sanborn.)* Scene: Independence Hall, Philadelphia, July 4, 1776. 13 men or boys.

"Happy Man, The." By Rita Benton. *(Writers.)* Dramatization of John Hay's poem, "The Enchanted Shirt." Scene: a room in the king's palace. 13 men or boys.

"Mayflower Compact, The." By Eleanore Hubbard. *(Sanborn.)* Scene: the cabin of the Mayflower, 1620. 9 men or boys; 4 women or girls.

"Day before Christmas, The." By Carolyn Wells. *(Ladies' Home Journal,* December, 1903.) Scene: a schoolroom. 7 men or boys; 6 women or girls.

"First Thanksgiving Dinner, The." By Marjorie Benton Cooke. *(Dramatic.)* Scene: a colonial kitchen. 7 men or boys; 5 women or girls.

"Katjen's Garden." By Katharine Lord. *(Duffield.)* Scene: garden in front of a cottage in a Dutch town. 6 men or boys; 6 women or girls.

"Scene from Robin Hood." By Lena Dalkeith. *(Dutton.)* Scene: open space in Sherwood forest. 9 men or boys; 2 women or girls.

"Effie's Christmas Dream." Adapted from a story by Louisa M. Alcott. By Laura C. Foucher. *(Little, Brown.)* Scene: a sitting-room. 4 men or boys; 7 women or girls.

"Class Ship, The." Dramatization of Longfellow's "The Building of the Ship." By Edith F. A. U. Painton. *(Denison.)* Scene: any large room. 3 men or boys; 8 women or girls.

"Honorable Miss, The." By Katharine Lord. *(Little, Brown.)* Scene: interior of a Japanese house. 3 men or boys; 8 women or girls.

"Independence Day." By Eleanore Hubbard. *(Sanborn.)* Scene: outside the old State House in Philadelphia, during the Revolution. 7 men or boys; 3 women or girls.

"Abraham Lincoln: Rail-Splitter." By Constance D'Arcy Mackay. *(Holt.)* Scene: Lincoln's kitchen and living-room. 6 men or boys; 4 women or girls.

"Daniel Boone: Patriot." By Constance D'Arcy Mackay. *(Holt.)* Scene: an open woodland. 9 men or boys.

"Heart of Pierrot, The." By Margretta Scott. *(Drama,* February, 1920.) Scene: a quaint little street. 4 men or boys; 5 women or girls.

"Dream Lady, The." By Netta Syrett. *(Lane.)* Scene: a garden. 3 men or boys; 6 women or girls.

"Finding the Mayflower." By Blanche P. Fisher. *(Baker.)* Scene: a study in a Puritan house, in 1620. 1 man or boy; 8 women or girls.

"Fair Play!" By Clifton Lisle. *(Penn.)* A Boy Scout play. Scene: training quarters in a school gymnasium. 8 men or boys.

"Christmas Guest, The." By Constance D'Arcy Mackay. *(Holt.)* A miracle play. Scene: hall of a 16th century English house. 4 men or boys; 4 women or girls.

"Every Girl." By Rachel Lyman Field. *(Century.)* A morality play. Scene: a garden. 8 women or girls.

"Honest Abe." By Madalene D. Barnum. *(Barse and Hopkins.)* An interlude for Lincoln's birthday. Scene: a cross-roads store. 5 men or boys; 2 women or girls.

"First Flag, The." By Marguerite Merington. *(Duffield.)* Scene: a small shop in colonial days. 4 men or boys; 3 women or girls.

"Charter Oak, The." By Eleanore Hubbard. *(Sanborn.)* Scene: General Court in colonial days, at Hartford, Conn. 6 men or boys.

"Invention of the Rat Trap, The." By Samuel Milbank Cauldwell. *(Putnams.)* A romantic historical play. Scene: a room in the palace of the Chinese emperor. 5 men or boys; 1 woman or girl.

"George Washington's Fortune." By Constance D'Arcy Mackay. *(Holt.)* Scene: an open woodland glade in Revolutionary times. 5 men or boys; 1 woman or girl.

"Primrose Lane." By Cornelia Meigs. *(St. Nicholas,* May, 1919.) A May-day play. Scene: the edge of a wood. 3 men or boys; 3 women or girls.

"At Anchor." By Louise E. Tucker and Estelle L. Ryan. *(Longmans, Green.)* Scene: deck of the pilgrim ship Mayflower, 1620. 4 men or boys; 1 woman or girl.

"Gold in California." By Eleanore Hubbard. *(Sanborn.)* Scene: a hut on the banks of a California stream, during the gold rush of '49. 4 men or boys.

"Homesteaders' Christmas, The." By Eleanor Hubbard. *(Sanborn.)* Scene: a pioneer's homestead in Wisconsin. men or boys; 1 woman or girl.

esting of Sir Gawayne, The." By Marguerite Merington. *(Duffield.)* Scene: Hallowe'en at King Arthur's Court. 4 men or boys; 1 woman or girl.

"Friend in Need, A." By Maude Morrison Frank. *(Holt.)* Scene: The London lodgings of Oliver Goldsmith. The play tells the story of how "The Vicar of Wakefield" found a publisher. 2 men or boys; 3 women or girls.

"Birds' Story of the Trees, The." By Anna M. Lutkenhaus. *(Century.)* A play for Arbor Day. Scene: out of doors. 5 women or girls.

"Gentlemen of Virginia." By Louise E. Tucker and Estelle L. Ryan. *(Longmans, Green.)* Scene: the wilderness near the English settlement at Jamestown, about 1607. 4 men or boys.

"Yussouf." By Rita Benton. *(Writers.)* Based upon the poem by James Russell Lowell. Scene: a desert. 4 men or boys.

"Forest Spring, The." By Constance D'Arcy Mackay. *(Holt.)* An Italian folk play. Scene: a deep wood. 2 men or boys; 2 women or girls.

"At the Library." By Clara J. Denton. *(Flanagan.)* A play for Valentine's Day. Scene: a parlor. 4 women or girls.

"Foam Maiden, The." By Constance D'Arcy Mackay. *(Holt.)* A Celtic folk play. Scene: a room in a fisherman's cottage. 1 man or boy; 2 women or girls.

"Brewing of Brains, A." By Constance D'Arcy Mackay. *(Holt.)* A Lincolnshire folk-play. Scene: a kitchen. 1 man or boy; 2 women or girls.

FOR OLDER PUPILS

"The Seven Old Ladies of Lavender Town." By H. C. Bunner. *(Harpers.)* An operetta in two acts. Scene: "In Kategreenawayland; once upon a time." 8 men or boys; 10 women or girls.

"Robin Hood Becomes an Outlaw." By Alice Cook Fuller. *(Eldridge.)* Scene: Sherwood forest. 16 men or boys.

"Play of Saint George, The." By J. M. C. Crum. *(Atlantic.)* No scenery. 11 men or boys; 3 women or girls.

"Dyspeptic Ogre, The." By Percival Wilde. *(Baker.)* Scene: a room in the ogre's castle, "in the Steenth Century." 13 characters; several of which may be played by either boys or girls.

"Scout's Honor, A." By Clifton Lisle. *(Penn.)* Scene: a Boy Scouts' camp beside a lake. 13 men or boys.

"Minister's Dream, The." By Katharine Lord. *(Duffield.)* A Thanksgiving fantasy. Scene: a Puritan living-room. 6 men or boys; 7 women or girls.

"What Men Live By." By Virginia Church. *(Drama.)* Scene: the basement occupied by Simon the cobbler. 6 men or boys; 7 women or girls.

"New Names for Old." By Alice V. Carey. *(French.)* A "safety first" play. Scene: dining-room in an American home. 6 men or boys; 6 women or girls.

"Bone of Contention, The." By Genevieve K. McConnell. *(Baker.)* A fairy melodrama. Scene: a child's bedroom. 4 men or boys; 8 women or girls.

"Jephthah's Daughter." By Elma Ehrlich Levinger. *(Atlantic.)* Scene: a spring morning in the days of the Judges of Israel; before the house of Jephthah on the road to Mizpeh. 6 men or boys; 5 women or girls.

"Jim Crow." By E. Elliot Stock. Dramatized from Barham's poem "The Jackdaw of Rheims." *(Dutton.)*

Scene: interior of the refectory of an abbey. 10 men or boys.

"Plot of Potzentausend, The." By E. H. Keating. *(French.)* Scene: a large room in a frontier village of Germany, in the 18th century. 10 men or boys.

"Ghost Story, The." By Booth Tarkington. *(Stewart Kidd.)* Scene: "A comfortable and pleasant living-room of commonplace type." 5 men or boys; 5 women or girls.

"Ten Minutes by the Clock." By Alice C. D. Riley. *(Doran.)* Scene: the breakfast room in a palace. 7 men or boys; 2 women or girls.

"Master Skylark." By Anna M. Lütkenhaus. *(Century.)* Scene: the village of Stratford in Shakespeare's time. 6 men or boys; 3 women or girls.

"Reverie." By Percival Wilde. *(Baker.)* Scene: the living-room of an old New England country homestead, at Christmas time. 6 men or boys; 3 women or girls.

"The Pied Piper of Hamelin." By E. Elliot Stock. *(Dutton.)* Dramatized from Browning's poem. Scene: council chamber of the town hall of Hamelin. 5 men or boys; 4 women or girls.

"Thanksgiving Conspiracy, A." By Marie Irish. *(Paine.)* Scene: a living-room. 5 men or boys; 4 women or girls.

"Every Child." By Content S. Nichols. *(St. Nicholas, February, 1915.)* A morality play. 4 men or boys; 5 women or girls.

"Lend a Hand." By Frederic L. Fay. *(Association.)* Scene: a Boy Scouts' camp. 8 men or boys.

"Barnaby Lee." By Anna M. Lutkenhaus. *(Century.)* Historical play of early New York, dramatized from John Bennett's story. Scene: the coast of New Amsterdam. 7 men or boys; 1 woman or girl.

"Christmas Guest, The." By Constance D'Arcy Mackay. *(Holt.)* Scene: a sixteenth-century interior, in the house of people of quality. 4 men or boys; 4 women or girls.

"Perfect Holiday, The." By Evelyn Smith. *(Dutton.)* A dramatization from Louisa M. Alcott's "Little Women." Scene: a shabby sitting-room. 1 man or boy; 7 women or girls.

"Mystic Seven: or the Law of the Fire." Mrs. Arthur T. Seymour. *(Baker.)* A Camp Fire Girls' Play. Scene: a sitting-room. 8 women or girls.

"When Knights Were Bold." By Marjorie Benton Cooke. *(Dramatic.)* Scene: at King Arthur's court. 6 men or boys; 1 woman or girl.

"Birthday of the Infanta, The." By Stuart Walker. *(Stewart Kidd.)* Scene: the royal balcony overlooking a garden. Time: the sixteenth century. 5 men or boys; 2 women or girls.

"Poet's Well, The." By Alice C. D. Riley. *(Doran.)* Scene: a garden. 5 men or boys; 2 women or girls.

"Princess Parsimonia." By E. M. Fotheringham. *(French.)* Scene: outside the king's palace. 4 men or boys; 3 women or girls.

"The Land of Heart's Desire." By W. B. Yeats. *(Macmillan.)* Scene: the kitchen in a small Irish cottage. 3 men or boys; 3 women or girls.

"Camp Fire Cinderella, A." Camp Fire play. By Mrs. Arthur T. Seymour. *(Baker.)* Scene: a sitting-room. 6 women or girls.

"If I Were Bob." By M. A. Emerson. *(Association.)* A Boy Scout play. Scene: around a camp fire, 5 men or boys.

"Jerry's Job." By Raymond M. Robinson. *(Penn.)* A Boy Scout play. Scene: a business office. 5 men or boys.

"Wardrobe of the King, The." By William J. McKiernan. *(Fitzgerald.)* Scene: private grounds of the King of Borgoloo. 5 men or boys.

"Thanksgiving of Praisgod Plenty, The." By Julia M. Martin. *(Eldridge.)* Scene: interior of a Puritan home. 3 men or boys; 2 women or girls.

"Fifteenth Candle, The." By Rachel Lyman Field. *(Scribners.)* Scene: a small dark room in the basement of a city block. 2 men or boys; 3 women or girls.

"Christmas Picture, The." By Lettie C. Van Derveer. *(Baker.)* Scene: a living-room. 5 women or girls.

"Violin Maker of Cremona, The." By Francois Coppée. *(Dramatic.)* Scene: interior of the shop of Ferrari, the violin maker. 3 men or boys; 1 woman or girl.

"Courtship of Miles Standish, The." By Eugene Presbery. *(French.)* Scene: a room in a Colonial house. Time: 1620. 2 men or boys; 2 women or girls.

"Page from the Past, A." By Marjorie Benton Cooke. *(Dramatic.)* Scene: an interior of a dwelling in ancient Egypt. 4 women or girls.

"Minuet, A." By Louis N. Parker. *(French.)* Scene: the living-room of the Gaoler's quarters in the prison of the Conciergerie. Time: the French Revolution. 2 men or boys; 1 woman or girl.

"Nevertheless." By Stuart Walker. *(Houghton.)* Scene: "a room just upstairs." 2 men or boys; 1 woman or girl.

"Their Point of View." By Wilfred T. Coleby. *(French.)* Scene: the chaplain's room in the Government Industrial Home for Boys, at Beechcroft, Essex. 2 men or boys; 1 woman or girl.

"Frances and Francis." By James Plaisted Webber. *(Baker.)* Scene: the office of Mr. Northern, theatrical producer. 1 man or boy; 2 women or girls.

"Traveling Man, The." By Lady Gregory. *(Luce.)* Scene: a living-room in a cottage. 1 man or boy; 2 women or girls.

"Gettysburg." By Percy MacKaye. *(Duffield.)* Scene: a woodshed in the ell of a farm-house. 1 man or boy; 1 woman or girl.

INITIATIVE

The world bestows its big prizes, both in money and honors, for one thing—And that is Initiative.

What is Initiative?

I'll tell you: It is doing the right thing without being told.

But next to doing the thing without being told is to do it when you are told once. That is to say, carry the Message to Garcia; those who can carry a message get high honors, but their pay is not always in proportion. Next, there are those who never do a thing until they are told twice; such get no honors and small pay.

Next, there are those who do the right thing only when necessity kicks them from behind, and these get indifference instead of honors, and a pittance for pay. This kind spends most of its time polishing a bench with a hard luck story.

Then, still lower down in the scale than this, we have the fellow who will not do the right thing even when someone goes along to show him how and stays to see that he does it; he is always out of a job, and receives the contempt he deserves, unless he happens to have a rich Pa, in which case Destiny patiently awaits around the corner with a stuffed club.

To which class do you belong?—Elbert Hubbard.

A Community Thanksgiving Dinner

By DAVID J. MALCOLM

Benge is a village of about eight families in the sagebrush of Washington. It is fifteen miles from a telephone and twenty-five miles from a doctor or church. It is in a rocky gully that hides it from the surrounding country, and is in a belt of scab rock and buttes where rain is scanty and rattlesnakes and coyotes are plentiful. The crops are invariably poor for the want of moisture, but the village is the centre of the finest community spirit in America.

On Thanksgiving Day every family for a radius of eight miles around Benge drove into the village and together ate Thanksgiving dinner at the schoolhouse. The entire affair was one of the most remarkable examples of community comradeship ever seen. The celebration began Wednesday evening with a pageant of the Pilgrims by the pupils of the primary grades, followed by a party for the older folks which lasted well into the night. Farmers from far and wide drove into Benge for the "program" and crowded the community room to its doors. It was late when the games and merriment subsided, and the writer was afraid the success of the evening would rob the plans of the coming day. But never was he more mistaken in his life.

By ten o'clock next morning, farmers and village folks once more began to assemble at the schoolhouse. This time armed with brooms and pails, they were soon at work cleaning up last night's confusion. At 10.30 a preacher from down in the Palouse country drove into the yard. All were ready for him. The community room now became a solemn church, and the audience packed it full once more. When the service began there was not a single individual within miles of Benge who was not listening to the word of God with the earnestness of the first Thanksgiving Day. It was a spirit of reverence and thanksgiving that now permeated the atmosphere.

Punctually at 12 the service closed with "Faith of our Fathers," sung as it has seldom been the writer's privilege to hear it sung. And then, as if by magic, the seats were carried out and long tables were brought in, while the women and the girls carried boxes and baskets and bundles in from automobiles or the classroom nearby. Then spotless cloths and the rough boards became banquet tables. And such a spread! Each family had brought its regular Thanksgiving dinner which was thrown into a common pool and all spread out together. There were plates and plates of turkey, of duck, of goose, of chicken, of pork, of veal, and of beef. There were salads of all colors and flavors and textures. There were pies and pies and pies, and cakes and cakes and cakes. There were pickles and there were sandwiches and there were rolls. Then from the teacherage nearby two stout farmers carried over a washboiler of steaming coffee, and the feast began.

The schoolmaster acted as toastmaster, and between the acts, when sheer weariness made it necessary for frail humanity to rest, he was the target of many well-aimed jests, but being a Yankee from the Old Bay State he willingly admitted that once more the West excelled the East.

The ladies of the community were not willing that a few shut-ins should miss all the fun, so they piled high great plates of food and huried them off to the two or three isolated homes.

When finally the dinner was over, the young men divided themselves into two teams, the single men playing against the married men. Then outside in the schoolyard followed an exciting game of basket ball, which ended in the score of 6 to 4 for the married men. Then the women folks divided as the men had done and staged a game of baseball, and when darkness fell, the girls had beaten their married sisters to the tune of 16 to 6. One would naturally think that so many good things crowded into 24 hours would be considered a day. But no.

Those who had chores to do, now hurried off to attend to them, while the women and the others congregated once more in the community room and spread out a supper. There by the glow of a gasoline lantern they told tales and talked "shop," and learned "to know each other better." At seven o'clock the preacher was ready once more, and the room became a church, crowded to the doors as before with young folks and old folks and visitors, who listened joyously to a "bang-up good sermon," as one of the patrons expressed it. And thus ended a perfect Thanksgiving Day.

It was truly a day of thanksgiving and feasting, and seldom has the spirit of the day been more fully carried out. A careful investigation showed that absolutely every family had been represented at some of the activities during the day, and almost all of them the entire day. In several cases families which had always spent the day at family re-unions, broke the custom and helped to make the affair the success which it proved to be.

It was a real community affair, and there were no dissatisfied patrons at the close of the day, for no one tried to run things. All helped when needed.

This community Thanksgiving dinner was first suggested by the schoolmaster, and in a sense is an example of what may be done with the school as a starting point. However, the school itself cannot take the credit for its great success. That was due to the patrons themselves, who by co-operation made it possible. As the day ended, and the last tired patrons climbed into their wagons and automobiles, more than one called out: "Plan us up another big time like this one for Christmas, Prof."

And the schoolmaster replied in the language that they understood: "You bet yer."

The Coal Problem

Edward T. Devine, the best informed sociological economist in the country, who has had the best opportunity of anyone to know all phases of the present coal problem, has a new book, "Coal, Economic Problems of the Mining, Marketing and Consumption of Anthracitic and Soft Coal in the United States" (American Review Service Press, Bloomington, Illinois).

This is the time to master the entire coal problem. There has never been a time in the world's history when it was possible as it is now to study every phase of the problem as it is today. There has never been the same material that there is now, and the information has never been as complete or as reliable as it is now.

There has never been the same scientific basis for the study of the mining and marketing, for transporting and financing, and the health and comfort conditions have never had the significance that they have today.

The world has never had such a scientific study as it is has today, thanks to the United States Coal Commission (1922-23) of which Dr. Edward T. Devine was one of the most conspicuous and competent members.

All the conditions, with the availability of this book of Dr. Devine, make it of supreme importance that every educational leader of high and low degree should master all past, present, and future functioning of the coal industry. Just now this study supplants in importance a study of any psychological trails or pedagogical tricks.

Dr. Devine not only has a wider range of information, the mastery of which is indispensable to any appreciation of the coal problem, but he has poise that is unprecedented. He is never fanatical and never traditional. He never leans toward labor or owner. The one outstanding fact from first to last is the simple truth that public interest is not protected. Nothing is clearer than that Dr. Devine succeeds in presenting the facts objectively, and interprets them reasonably.

Dr. Devine says that the coal industry is subject to a lingering chronic malady. He says we have no national policy except one of drift, punctuated with blind, angry, futile slashing at miners or dealers, or operators, or railroads, in times of scarcity, famine prices, and panic.

The careful reading of this book will be a healthful experience for every American, which is the reason that we say without reservation that it is the best book for teachers of American children to read at this time.

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A Few Unsolicited Letters Regarding the Journal of Education

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"The ideals I formed when I began teaching were made from the characters of the friends I then had and from a careful reading of the Journal of Education. This paper was my guide and inspiration for many years. It did not lay so much stress on methods, but it placed before its readers high ideals and showed that the true aim of education is to produce men and women of high moral character. This conception of education influenced my whole teaching career."

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Book Table

OUR INSECT FRIENDS AND FOES. By William Atherton DuPuy. Introduction by Leland O. Howard, Ph. D., United States Bureau of Entomology. Philadelphia, Chicago, San Francisco and Dallas: John C. Winston Company.

Dr. William Atherton DuPuy has flashed into the school book world almost miraculously in this insect charmed age. The leading magazines have been carrying leading articles on insects, and men like Dallas Lore Sharp are writing books that sell for a high price and in large editions. No book graces the centre table of the elect more conspicuously than these.

Now that these literary magicians have cast their insect spell over the home circles and child life DuPuy comes along with a book as fascinating as anything that these literary spellbinders have done for more than twenty insects—all of the important ones—everything that has significance in their history, in their domestic and industrial habits, in their social and community life, in their physical evolution and romantic adventures, of their service locally and internationally.

No other naturalist or literary artist has presented a more attractive group of stories and none could have a nobler endorsement as to accuracy of fact than is given the work of Dr. DuPuy by the chief of the Bureau of Entomology of the United States Department of Agriculture, who says:—

"The stories Dr. DuPuy has written are wonderfully done. *No one has ever done them quite so well before.* I wish I could command his service as a writer about insects for the rest of his life. My own part in the book has been simply to see that what he has written is *scientifically correct,* and in this I have had the enthusiastic help of several of my expert colleagues."

Personally I have been greatly interested in the writings of the specialists, especially on the honey-bee, and I am amazed that Dr. DuPuy has as compelling a style as the most brilliant of them, and he gives all that all of them have given, and in a style that appeals to young and old alike.

"Our Insect Friends and Foes" is a famous contribution to school literature.

I have read it from cover to cover, which is something I can rarely say of any book that comes for review. This accounts in part for my enthusiasm over the book.

FARM ACCOUNTING. By E. L. Currier, Bozeman, Montana; N. J. Lennes and A. S. Merrill, both of Missoula, Montana. Cloth. 287 pages. New York: The Macmillan Company.

Farm Accounting has come to be one of the most interesting features of agricultural student life. In at least one state agricultural college the largest graduate class is in Farm Accounting and they go out into agricultural life at a better immediate and better progressive income than students from any other course.

Agriculture must be rescued from a depressed condition and must be kept on an even keel by the professional business end of farming. There is one state agricultural college whose graduate students of Farm Financial Problems are helping renters to make money for themselves and, of course, for the owners.

Many renters are renters because they are masters of the science of Farm Accounting in its various phases, and a professional farm adviser can easily and successfully put from six to eight renters on their feet.

Here is a book by three experts of Montana through which an intelligent renter or small farm owner can put himself on Easy street without difficulty.

BUSINESS LETTER-WRITING. By Roy Davis, Boston University College of Business Administration, and Clarence H. Lingham. Cloth. 315 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The "Business Letter" is as practical as a linotype machine which prints instantly whatever the keyboard calls for. This book, the product of a "College of Business Administration," magnifies achievement in every paragraph. There is no waste of the student's time in glittering generalities or in rainbow phraseology. The forty-six pages devoted to "The Selling Letter" are perhaps the best demonstration of "achievement through office letter writing which aims to attract attention," to hold interest, create desire and produce action. We confess to intense interest in the vast number of catchy examples of "how to do it" and "how not to do it." We have seen nothing of the kind that has appealed to us quite so much because of its realistic suggestions.

LAS CIGARRAS HORMIGAS. A play in three acts. By Jacinto Benavente. Edited, with notes and vocabulary, by La Sociedad Hispánica, University of Michigan. Cloth. 158 pages. Price, $1.50. Ann Arbor: Charles W. Graham, publisher.

Jacinto Benavente is the foremost living Spanish dramatist and "The Grasshopper—Ants" is one of his most amusing comedies, here presented in a well-printed, well-annotated edition for use in classes in Spanish or for private reading. If that were all, this book would not be strikingly different from many other good school editions of worth-while Spanish texts. In "Las Cigarras hormigas," however, we not only have the only American edition of this rollicking comedy, but an edition made by a Spanish Club, with the collaboration not only of the three editors whose names appear on the title-page, Messrs. García Prada, Herrera, and Willey, but of twenty-eight other members of the club. Despite the many "cooks" the resultant "broth" is uniformly good. The notes are excellent, the vocabulary is accurate, the typography is most attractive. The play is suitable for reading in second-year Spanish or for presentation by Spanish Clubs in schools or colleges. We wish La Sociedad Hispánica all success in its undertaking.

PHILOSOPHY AND CIVILIZATION IN THE MIDDLE AGES. By Maurice De Wulf, Professor of Philosophy in the University of Louvain and in Harvard University. Cloth. x+313 pages. Price, $3.00. Princeton, N. J.: Princeton University Press.

Professor De Wulf came to Harvard as Professor of Philosophy after the destruction of the University of Louvain and is now a member of the faculties of both institutions. The book here presented serves as a supplementary volume to Dr. De Wulf's monumental "History of Mediaeval Philosophy," and contains the lectures delivered at Princeton on the Louis Clark Vanuxem Foundation.

The purpose of the work is to approach the Middle Ages from a new point of view, by showing how the thought of the period, metaphysics included, is intimately connected with the whole round of Western civilization to which it belongs. For this task the author is admirably well-equipped; he is not only a philosopher and historian of

philosophy, but also a thoroughgoing medievalist, with a profound knowledge of the history, economics, sociology, and art and culture of that interesting period, which has only of late come into its own. This does not mean, however, that Dr. DeWulf is exclusively a medievalist—his work bears constant evidence of his encyclopedic knowledge of the development of human thought in all times.

Emphasis being laid on the 12th and 13th centuries, the book begins with a survey of these centuries—the feudal system, the Catholic influence, the spirit of individualism, the new forms of art—and passes on to a discussion of this civilization as reflected in philosophy. The awakening of philosophy in the 13th century, and particularly the development of scholastic philosophy, is the next topic; the medieval universities, the mendicant orders, and the new philosophical works are studied in this connection. Later chapters treat "Unifying and Cosmopolitan Tendencies," "Optimism and Impersonality," "Scholastic Philosophy and the Religious Spirit," "The Theory of the State," "The Conception of Human Progress," etc. A select bibliography and an index are included. Footnotes and chapter-notes give additional material and provide references.

The volume is of inestimable value as a brief foundation-study of medieval thought, and deserves careful attention by teachers of history, of education, and of languages and literatures.

SCOTT'S "KENILWORTH" (Abridged). Edited by David Salmon, in Class Books of English Literature. New York: Longmans, Green and Company.

There is always a question whether to coax pupil interest to the best in literature by removing the barriers or by application of the teacher's gift of inspiring presentation. Sooth to say the task of the average English teacher in persuading her classes to enjoy Sir Walter Scott's novels has not been easy. The famous old romancer was overfond of description, according to the ideas of most modern youth. Some pupils know how to glean what they like from a book, skipping the dull parts. Others, no doubt the majority, have not this faculty. Hence the value of such an abridgment of "Kenilworth" as David Salmon has made and Longmans, Green and Company have published in their Class Books of English Literature. Poor Walter would probably wince if he could see his famous novel reduced to 150 pages. He would have to admit, however, that it can be done, because it has been—and quite satisfactorily, too, from the standpoint of a busy age.

ELEMENTARY PSYCHOLOGY. By Arthur I. Gates, Teachers College, Columbia University. Cloth. 594 pages. New York: The Macmillan Company.

A "Spiral Method" in the study of Psychology is interesting. It is a method that has a fascination quite unique. It has been tried out in technical school subjects and has always swept the field for a time. Just why it has never had staying qualities we cannot understand. We have not seen it have as good a tryout in a professional study as at the hands of Mr. Gates. We shall follow the success of this spiral treatment with exceptional interest. We are sure that it will be attractive as an adventure and we certainly hope that it will have an abiding influence. It is especially valuable, we think, as a method of leading students into a general knowledge of psychology.

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TREND OF THE TIMES

Morrow Committee Makes Aircraft Report

The Aircraft Board appointed by President Coolidge filed a unanimous report at the White House December 2. The board found no grounds for the sensational charges which had been uttered against the administration of army and navy flying services by Colonel William Mitchell and others. Neither did it look with favor upon radical changes which had been proposed, such as establishment of a separate air department or combining army, navy and air defence in a single department of defence. Recommendation was made by the board for the creation of assistant secretaryships in the departments of war, navy and commerce, to deal with aviation matters. Encouragement should be given to civilian flying, the report said, as the soundest means of assuring an adequate air defence in case of need. The theory that the United States is far behind other nations in air defence was branded as untrue. The board expressed the view that the problem "may be understood if men will approach it with less feeling and more intelligence."

Armistice Day in Oldest Republic

Armistice Day was as faithfully observed in the oldest republic in the world, Andorra, in the heart of the Pyrenees, as in America, England, France or Italy. Andorra has been a free republic since the eleventh century. The tiny republic of only 5,800 people sent nine soldiers to the World War. Of the nine soldiers from Andorra, three were killed at the front, one returned blind, two came home hopelessly maimed and three passed through the fighting unscathed. In the public square of Andorra is a monument to the three heroes who died in France. On it in French is the inscription: "To the Eternal Glory of the Three Andorrans Who Died to Make the World Safe for Democracy."

Greek-Bulgar Inquiry Ended

The inquiry by the League of Nations' Special Commission into the causes of the recent Bulgar-Greek controversy that nearly led to war between the two countries has been completed. The Commission concluded that the Greeks were chiefly responsible for the trouble and that they are to pay an indemnity of 20,000,000 levas, or $146,000, for the material losses and damages suffered by Bulgarian civilians. It also recommended an indemnity of 10,000,000 levas, or $73,000, for reparations due the Bulgarian Government for loss of life and wounds of soldiers and for moral and material damage. In order to prevent in the future similar incidents, it was suggested the establishment of frontier guards under a neutral officer on each side of the frontier. Because of a lack of transmission facilities in this region, it was recommended that special facilities for transmission be granted to the Governments and the League Secretariat in case of danger of war.

Sign Irish Boundary Pact

An agreement has been signed in London by representatives of Ulster, Irish Free State and Great Britain whereby the boundary in Ireland is to remain as at present and Article 12 of the Anglo-Irish treaty, which provided for a boundary commission, is revoked. Other important agreements are: The Irish Free State is released from obligation under Article 5 to pay a portion, assumed to be about $500,000,000, of the British war debts and the Free State is to undertake to pay the whole costs of compensation for damage to property in their territory since January 1, 1919. The Council of Ireland, in which the British government participated, is abolished and provision is made for Ulster and the Free State meeting together whenever necessary for consideration of matters of common interest. The agreement is subject to confirmation by the British Parliament and the Free State, and the act of the British Parliament confirming the agreement will fix the date on which the agreement shall become effective.

Nation Progressing in Reforestation

An exhaustive survey of forestry legislation by the states during 1925, published by the National Lumber Manufacturers Association, revealed that the nation was earnestly wrestling with the problem of forest perpetuation and reforestation. Twenty-six of the forty-two states which had legislative sessions this year adopted seventy-one important forestry laws. The survey showed that the public is beginning to do its part. When the economic position of the forest industries permanently improves, reforestation will have a great impetus, it stated. The association said it has reports that about fifty great commercial forest companies have undertaken systematic reforestation.

Seven Nations Sign Promise of Peace

The Locarno treaty and its subsidiary agreements were signed in the foreign office at London December 1 by the plenipotentiaries of seven European nations. The principal figures at the signing were Sir Austen Chamberlain for Great Britain, Premier Briand for France and Premier Luther for Germany. The other nations represented were Italy, Belgium, Poland and Czechoslovakia. The Locarno agreement differs from old-time treaties in that the powers pledge themselves not to take aggressive action against one another. If France attacks Germany, Britain will go to the aid of Germany. If Germany attacks France, Britain will help France.

End of Spanish Dictatorship

The military dictatorship which has ruled Spain during the past two years comes to an end, and is to be replaced by a cabinet composed mostly of civilians. General Primo de Rivera, who has held the dictatorship, becomes head of the new cabinet, by call of King Alfonso.

The Amateur Poster Maker

By Jeanette E. Perkins

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Reborn Rheims Lacks Population

During the war some 13,000 houses were destroyed in Rheims. With the funds available from the reparation commissions, augmented in many cases by contributions from America, it was decided to rebuild the city along the most modern lines. After competitive plans for the new city had been submitted, a program was laid down of which the first result was the erection of some 10,000 houses, all more spacious and up-to-date than their predecessors. At the same time the public services were extended to provide for a population of 120,000. Rheims was reborn. But today many of these beautiful new buildings are empty. Signs of "Building for Sale" and "House to Let" are seen on every hand. There are empty office buildings and unleased hotels. There is an air of desertion about the city. Built for 120,000 people, it contains barely half that number.

Volstead Act Alleged Failure

Stating that a survey of several hundred cities has shown that drunkenness has increased to the pre-prohibition level and that drunken drivers and drunken children have increased far above anything known before in this country, the Moderation League, Inc., published a survey report designed to show the Volstead act has utterly failed. The league is incorporated under the laws of New York for the restoration of temperance. In 350 cities which kept records of arrests for intoxication from 1914, the report stated that arrests in 1914 totaled 506,737. In 1920 the arrests in the same places had dropped to 226,070, but in 1924 had risen to a total of 498,752. In 457 communities where records had been kept only since 1920, the total arose from 258,974 in that year to 565,026 in 1924. In conclusion the report stated that it was the league's belief that a greater degree of temperance can be attained by a wise restrictive law than by a bone-dry law which does not command the respect of a large part of the people.

Alaskan Railroad Declared Failure

The government's Alaskan railroad venture, undertaken during the World War, is a failure according to Representative A. M. Free of California. The road cost $60,000,000 and serves a population of only 5,000 in an area whose natural resources are locked up under Federal Laws. Congress ignored the recommendations of Alaskan experts in making appropriations for the railroad instead of for a highway. It was originally estimated that the line would cost $17,000,000, but three times that amount and $8,000,000 more was required to finish the undertaking. The season through which it can operate is short, because of heavy snows. Unless some leeway is given for the development of Alaska's resources the Alaska railroad will remain a monument to folly.

Crime Wave Stops Holiday Pardons

No pardons were issued at Thanksgiving time in Massachusetts by Governor Fuller because of the prevalence of crime. In recent months there have been more than seventy-five applications for pardons, it is understood, but Governor Fuller's attitude brushed them all aside. For years it has been the Thanksgiving custom in this state for the Governor to release from state prisons and houses of correction a number of prisoners.

New York Building Trades Ask Another Raise

New building construction in greater New York is faced with an additional $84,000,000 burden for labor as a result of demands for wage increases which have been served on employers by virtually all of the fifty craft unions in the building trades. Bricklayers have given notice that in the new wage agreement which is to replace the one expiring on January 1 they will demand a wage of $16 a day, an increase of $4 a day over the present scale. The stone masons have likewise asked for a $4 raise and $16 a day. Demands of other crafts for increases range from $1.50 to $2.50 a day over the existing scale. The increases sought take on added significance when the magnitude of the city's building operations is considered. Almost $1,000,000,000 worth of buildings were erected here during 1924. That mark in all probability will be passed in 1925 since the first ten months' figures on plans filed are at the $800,000,000 mark. There is no reason to suppose that a decided slump is in prospect for 1926. Labor has received about sixty per cent. of this total, according to employers.

China Faces Social Upheaval

Observers of political and military events in Tientsin believe China is now moving toward a gigantic social upheaval. In comparison the French and Russian revolutions would pale into insignificance. It is possible, they think, that a new Armageddon will involve Japan and Soviet Russia. The powerful rival Chinese generals in the North are marching inevitably toward war. Unless a miracle intervenes all China north of the Yangtse River will become the battleground of a purposeless and devastating war, these observers assert. In the meantime the Chinese populace is groaning under the intolerable oppression of the militarists. The situation is believed to call for a round-table conference at which the great powers must offer sacrifices and give up certain privileges in return for peace and genuine disarmament. A joint appeal by the United States, Great Britain and Japan, if sincerely and solidly backed up, it is believed, would have a profound effect on the country.

Saxophone in Opera Horrifies Conductor

The saxophone, keynote of jazz to the world of today, invaded the Chicago Civic Opera Orchestra in the first rehearsal of Frank Harling's American opera, "A Light From St. Agnes." The conductor was horrified, until Harling showed him two saxophones were necessary to portray a certain type of emotional and unthinking American. The libretto of the opera was written by Mrs. Minnie Maddern Fiske, actress, and its presentation will mark the first use of the glittering saxophone in grand opera.

Radium Found by "Mechanical Bloodhound"

Six weeks patient search with "a mechanical bloodhound" resulted in the finding in a sewer pipe of a tiny tube containing radium valued at $800,000 which disappeared from a hospital in St. Paul, Minn. Professor Henry A. Erikson, head of the physics department, University of Minnesota, constructed ionization chamber detectors, which were attached to electroscopes, and he began to hunt along sewers leading from the hospital. The detectors led him to a nine-inch pipe in a sewer tunnel. The radium tube was found within two inches of a mark he made on the pipe.

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EDUCATION IN ACTION

State Universities Name Arkansas Man

J. C. Futrall, president of the University of Arkansas, was elected president of the National Association of State Universities at the end of the 30th annual convention held recently in Chicago. Other officers are: Vice-president, W. E. Clark, president of the University of Nevada; vice-president ex-officio, John J. Tigert, United States Commissioner of Education; secretary-treasurer, H. W. Chase, president of the University of North Carolina.

Huntington School Headmaster Resigns

Ira A. Flinner, for fourteen years headmaster of Huntington School, Boston, has tendered his resignation to take effect July 1, 1926, after which time he will supervise a system of private schools and camps for both boys and girls in the Adirondacks, under auspices of the Lake Placid Club Education Foundation. With an endowment of $1,000,000 the Foundation plans a system of progressive boarding schools which promises to be an unusual development in private school work and a real contribution to education. At a recent meeting of the Huntington Trustees, Headmaster Flinner was given a year's leave of absence in recognition of fourteen years of effective service. He will spend the current year in travel and study.

16 States Supervise Physical Education

A division of physical education is now included in the State departments of education of Alabama, California, Connecticut, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Virginia, Washington, and West Virginia. With the exception of Maine and Washington, all have state directors of physical education. These sixteen states contain about half the population of the country.

Study of Latin Nearly Doubles

University of Pennsylvania professors are at a loss to account for a ninety per cent. increase in the number of students who are studying Latin at the University. This increase has been reached over the last four years, according to Dr. Roland G. Kent, professor of comparative philology at Pennsylvania. Enrollment figures show that in 1922-23 there were 465 undergraduates taking courses in Latin. In 1923-24 the number increased to 533; in 1924-25 the total was 634, and this year the total has reached 876. Those who contend that the study of Latin is on the decline, and that it should be dropped from the curriculum, certainly can find nothing in the enrollment statistics of American schools to support their contention, Dr. Kent said.

Professor F. M. Warren Leaves Yale Faculty

The resignation of Professor Frederick M. Warren, for the past twenty-five years Street Professor of Modern Languages at Yale, has been accepted by the Yale Corporation. Professor Warren will become an emeritus professor next July 1. Professor Warren was a member of the faculties of Western Reserve and Johns Hopkins before coming to Yale. He is a graduate of Amherst, class of 1880. He is a member of many learned societies, including the Modern Language Association of America, of which he was president in 1908, the American Dialect Society and the Maine Historical Society. He also belongs to Alpha Delta Phi and Phi Beta Kappa.

Brown's Dramatic Club Maintains Standard

One of the most elaborate opening programs ever attempted at Brown University marked the twenty-fifth anniversary of Sock and Buskin, one of the oldest college dramatic societies in America. Contrary to the practice of the majority of dramatic societies of American colleges, Sock and Buskin has never yielded to the urge of musical farces, but has endeavored to produce only dramatic works of merit. This leaning to more serious vehicles has met with a reception from the student body that has been stimulating to the faculty advisers in charge of the society, Professors Benjamin W. Brown, Thomas Crosby and Kenneth O. Mason, of the English department.

Carnegie Peace Studies in Paris

With Nicholas Politis, one of Europe's leading diplomats, presiding, the Paris Headquarters of the Carnegie Foundation has begun a series of instructive courses of the peace problems of the world, opening with Central European questions. M. de Monzie, a member of the French Cabinet, lectured on the efforts made by the last and the present French Governments to attain more cordial relations between French and German professorial and scientific bodies and in the broader field between all nations of the world, as exemplified by the founding of the International Institute for Intellectual Co-operation with central offices in Paris.

Bryn Mawr Lifts Smoking Ban

Bryn Mawr not only has lifted its twenty-eight-year-old ban on student smoking, but will provide special rooms in each hall of residence for its students who care to smoke. Smoking on the lower athletic field when games are not in progress is also permitted. This move was made by President Marion Edwards Parks in response to a petition from the Self-Government Association. She stated that a change in the attitude toward smoking by women has come in twenty-five years and is naturally reflected among college students. She agreed with the overwhelming majority of the Self-Government Association that no democracy can keep on its books a regulation which stands apart from its other regulations in that it is no longer resting solidly on intelligent public opinion. Bryn Mawr is believed to be the first prominent women's college in the country which has officially set aside smoking rooms for its students.

Colby History Coming Out Soon

Rev. Edwin C. Whittemore, D.D., of the Colby class of 1879, announced that the history of Colby College, Waterville, Me., upon the writing of which he has been engaged for some years, is now complete in manuscript form. It will soon be in the hands of the printers, and will be issued in time to be distributed at Commencement next June.

The Oxford Voice Put on English Radio

England must hear "the Oxford voice" whether it wants to or not. A radio broadcasting station is to be opened at Oxford which will reach every part of the British Isles with talks on every phase of university life. In many sections of England the public insists the average Oxford man speaks in a manner entirely unintelligible to ordinary human beings, but the British Broadcasting Company has decided to take a chance at it.

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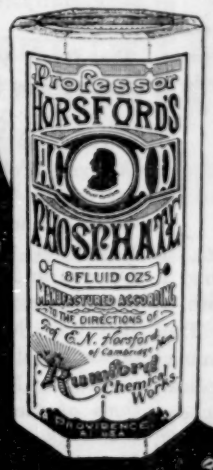

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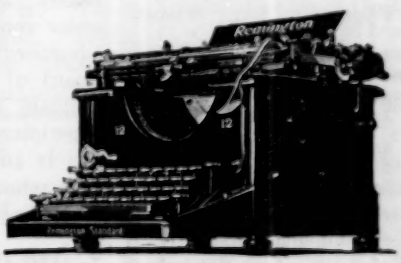

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Fordham Receives Set of Rare Books

A set of books by Edward S. Curtis, ethnologist and historian, on "The North American Indian" was recently presented to the library of Fordham University by Morgan J. O'Brien, former Supreme Court Justice, of the Class of 1872. The work is in twenty volumes, bound in tan leather, each with a portfolio supplement of forty graphic pictures showing phases of Indian life. Each volume deals in detail with the customs, legends, religious ceremonies and superstitions of North American Indian tribes. Only 500 copies of the edition were printed.

Nicaragua Promotes Public Health

A recent public health law in Nicaragua provides for establishing a national department of health with a division of school hygiene. The division will inspect children in public and private schools, conduct the medical and dental clinics which will be established for school children, arrange courses on school and personal hygiene, inspect school buildings and pass on plans for new buildings, study measures against infant mortality and teach hygiene to the general public.

Art Scholarships Are Carnegie Gift

Gift of the income on $1,000,000 by the Carnegie Corporation for a system of scholarships and fellowships in the arts was announced in the annual report of President F. P. Keppel. The purpose is to insure an adequate supply of competent teachers in the arts. In addition the trustees have set aside $100,000 for purchase of teaching equipment for departments of fine arts and universities in various parts of the country. This is apart from the donations of $360,500 to fine arts departments announced last May. Total grants by the Carnegie Corporation during the year ended September 30, 1925, were $8,121,145, as against $3,206,115.95 for the preceding year. Requests for funds from 227 sources, aggregating $26,000,000, were refused.

Honor Student Also Housewife

The names of fifty-five students at the College of Business Administration of Boston University, fifty of whom are from Greater Boston and New England, were announced recently at the office of the registrar as members of the student honor roll for the last academic year, that of 1924-25. Membership in the honor roll is a high undergraduate honor, and signifies unusual excellence in all courses. Included in the list of last year's juniors is Mrs. Anna D. Wood of Boston, who a year ago was awarded a medal for the highest standing in her class at that time. Mrs. Wood is one of the busiest students in the university, for when she is not attending classes she hurries home to do the washing, mend the clothes, or cook. Besides winning college honors, Mrs. Wood carries on all the ordinary duties that keep the average housewife pretty busy much of the day.

Dr. Paul Monroe Addresses Philippine Students

Dr. Paul Monroe, director of the International Institute of Teachers College, Columbia University, delivered the 1925 Commencement address at the exercises of the University of the Philippines. Dr. Monroe was in Manila as chairman of the commission making an educationl survey of the Philippine Islands at the invitation of the legislature.

Director Monroe spoke on the functions of the University as realized in the work and lives of its graduates. He treated of the functions of preservation, dissemination, application and the increase of knowledge.

Dr. Monroe concluded: "If you have profited by your university course, somewhere within the limits of these university functions must you find your life's calling. That calling is not fulfilled, your university training is not justified unless you can constantly look at your life's work as in a definite measure fulfilling some phase of the university function, that of the preservation, the dissemination, the application or the increase of knowledge.

"Upon the willingness and the ability of you and your university mates who from year to year participate in this ceremony depends the prosperity and the development of the Philippines, depends the real freedom of the Philippine people."

Unprecedented Building Program

Secondary schools to cost nearly $23,000,000 and to accommodate nearly 30,000 students are either under construction or are about to be advertised for bids by the New York Board of Education. According to William H. Gompert, architect and superintendent of school buildings, this is an unprecedented program of high school buildings in New York or any other city.

Institution for Study of Dogs

German scientists, hunters, dog trainers and police experts have founded a new institution in Berlin to study dogs scientifically and to prevent the German police dog from degenerating. The psychology, science and principles of heredity will be applied to the training and breeding of dogs at this state academy. The new shepherd police dog is degenerating slowly. The last nation-wide examination in September showed that the new generation of police dogs to protect the blind is not as efficient as its fathers. The latter were a cross of shepherd dogs and wolves. The new science will try to find a way to replace the wolf strain lost in their natures by their contact with civilization.

Jail Inmates Read Books

Miss Harriet Meyers, assistant librarian at Ottumwa, Iowa, each week visits the city jail to encourage cultivation of the reading habit. One prisoner read four books on prohibition, and declared that if he had studied them earlier he never would have been arrested. Another studied along special lines, so that when released he passed a civil service examination. Zane Grey, Harold Bell Wright, Peter B. Kyne and James Oliver Curwood are the popular authors, but there are many calls for books on music, etiquette and birds.

French Elders Return to School

As a result of the high cost of living in France, enrollment of an unusual number of elderly and middle-aged pupils in French universities is reported. Retired officers, merchants, functionaries and others, finding their incomes from investments too small for present-day needs, are seeking to perfect themselves in some subject with a view to obtaining more profitable employment. The subject most patronized is law and, after that, modern languages.

E. E. Gallup, State Supervisor of Agricultural Education, has awarded the high school at Eaton Rapids, Michigan, $1,000 of Smith-Hughes money for the excellent work done in its department of agriculture.

EXAMINATIONS FOR CERTIFICATES OF QUALIFICATION AS TEACHERS AND NURSES.

BOSTON PUBLIC SCHOOLS: Examinations of candidates for certificates of qualification to serve as teachers and nurses in the public schools of Boston will be held in The Teachers College of the City of Boston, Huntington avenue, near the Fenway, during the week of the Christmas vacation, beginning Monday, December 28, 1925.

Detailed information with respect to these examinations may be obtained by application to the Chief Examiner, 15 Beacon street, Boston.

ELLEN M. CRONIN,
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GRINS BETWEEN GRINDS

Shorthand.

Stenographer — "H o w j a spell 'sense'?"

Employer—"Dollars and cents, or horse sense?"

Stenographer—"Well, like in I ain't seen him sence!"

Two Out of Place

"Any abnormal children in your classes?" asked the inspector.

"Yes," replied the school marm sadly, "Two of them have good manners."—New York Morning Telegraph.

Difference of Viewpoint

"What is the difference," asked the teacher, "between caution and cowardice?"

Johnny, who observed things carefully for so youthful a person, answered: "Caution is when you're afraid and cowardice is when the other fellow's afraid."—Ladies Home Journal.

Sometimes "teacher" is somewhat stunned by the results of her story, as when she tells her little hearers that they may choose the story which they like best, and one child says:—

"Tell the one about the little boy who was sick and threw up a ribbon!"

"Teacher," with horror in her eyes, says:—

"Abe-y, I'm sure I have never told a story like that."

Abe-y runs to the cupboard and triumphantly delivers a picture book which is opened to "The Night Before Christmas," and "teacher" discovers that the point in question is—"I rushed to the window and threw up the sash."—The League Script, Minneapolis.

An Observant Child

"Now, Betty," said her grandmother, who was reading, "I want you to sit as still as a mouse."

"Mouses don't sit still, grandma," said Betty.

The teacher in natural history had received more or less satisfactory replies to her questions, and finally asked: "What boy can tell me where the home of the swallow is?" Long silence, then a hand waved. "Well, Bobbie, where is it?" "The home of the swallow," declared Bobbie, seriously, "is in the stummick."

Sleepy Sam—"What kind of a turnout did Professor Smith have at his lecture this morning?"

Ambitious Andy—"He lacked one of having enough to say 'we.'"

—Grinnell College Malteaser.

Not So Mellow

Albert—"What's the difference between a drama and a melodrama?"

Bernard—"Well, in a drama the heroine merely throws the villain over. In a melodrama, she throws him over the cliff!"—Parakeet.

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